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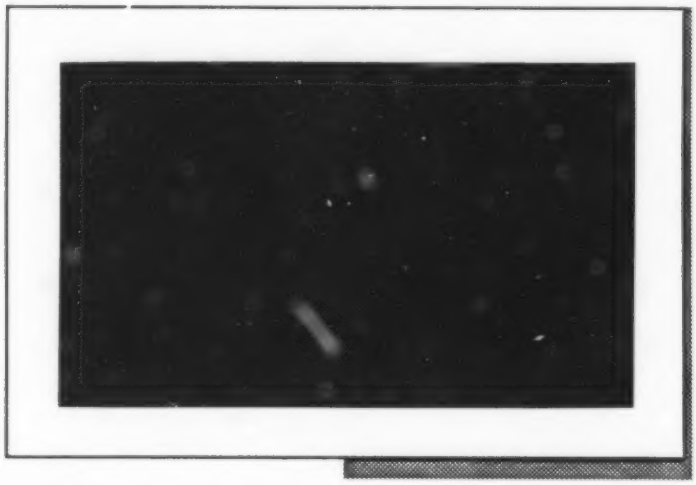

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CHRONICLING THE IMPLEMENTATION OF SELECTED KEY CONCEPTS AT R. H. KING ACADEMY

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#90/91 - 06

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BACKGROUND

The Complexity of Planned Educational Change

In his book **The Meaning of Educational Change**, Michael Fullan (1982), presented the change process in three phases: "Phase I, initiation, consists of the process which leads up to and includes a decision to adopt or proceed with a change; Phase II, implementation or initial use, involves the first experiences of attempting to put an idea or program into practice; Phase III, incorporation, refers to whether the change gets built in as an ongoing part of the system or disappears by way of a decision to discard or through attrition." Since the process of change is just that, a process, the program being implemented evolves throughout the three phases. Furthermore, the "initial stage may be in the works for years before implementation".[1]

Background of R. H. King Academy

The decision to create R. H. King Academy was passed in June, 1988, after the community was surveyed to determine the support for the academy concept.[2] As part of Phase I in the planned educational change model, objectives for the school were formulated during the 1988-89 school year by the administrative team assigned to King Academy. On a staff retreat in June, 1989, department heads worked with the administrative team to isolate the specific objectives of the school.

Philosophy of the Academy

R. H. King Academy is the first school of its kind in Scarborough and fairly unique in Ontario. The program in an existing collegiate in an established community has been replaced by the innovative program of the Academy which serves students from across Scarborough, as well as all of Metropolitan Toronto.

The motto of King Academy, "We care, We strive, We serve" sets the tone for the school. A list of concepts developed by the staff, along with the accompanying features of each concept, is designed to provide a "well-rounded education" to support the development of the whole student. Information about the fundamental concepts and organizational features are included in a brochure developed by the school to provide information to the parents of

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[1]Michael Fullan, The Meaning of Educational Change, (Toronto: OISE Press, The Ontario Institute for Studies in Education, 1982), 39 -40

[2]Rhona Shulman and H. J. Dilling, R. H. King Collegiate Institute Academy Proposal: Research Study 1987-88, (Scarborough: Research Centre, Scarborough Board of Education, April, 1988).

incoming students, and to others who are interested in the Academy as an alternate to their present school. Although many of these concepts may also be found in other Scarborough schools, the focus of the King Academy was on integrating all of them into the program.

Key Concepts of the King Academy

School culture has been isolated in the literature (Leithwood and Batcher, 1987)[3] as an important variable related to school effectiveness at the secondary level. "Culture" has been defined as a "unique set of core [norms], values and beliefs that are widely shared throughout the organization (Ibid, 1987)[4]. The eight key concepts of R. H. King form the framework for a value system for the Academy which is felt, by the Academy administrative team, to be unique in Scarborough.

Before a student can enrol in King, students and parents must sign an agreement to adhere to the following eight key concepts of the school:

Personalized education for all students

A structured learning environment

Curriculum packaging for a "well-rounded" education

Close liaison with parents

Structured co-instructional and school spirit program

Maximizing professional resources

Direct liaison with other institutions

Responsive and futuristic planning and programming

---

[3]K. A. Leithwood and Elaine Batcher, "A Review of Research Concerning Characteristics of Exemplary Secondary Schools: A Working Paper Prepared as Part of the Research Project: Student Retention and Transition", (Toronto: December, 1987, Photocopied Draft), 10.

[4]Ibid, 22.

PURPOSES OF THE STUDY

The 1989-90 school year was a year for consolidation and implementation of the objectives established for the Academy during the 1988-89 year. In order to document this process, the Principal and the Superintendent of Program requested that the Research Centre assist the school in chronicling the implementation of the objectives of the school.

The Academy Research Committee, working with the designated researcher, selected the following four key concepts to be studied in 1989-90:

Personalized education for all students

Structured learning environment

Curriculum packaging for a "well-rounded" education

Close liaison with parents

In order to review the change process being implemented through the Academy concepts, the Committee established the following objectives for the research:

1. Develop a complete description of the features included in the selected concepts.

2. Chronicle events that have happened during the school year related to the selected concepts.

3. Document changes to existing concepts.

4. Based on the information collected, develop a revised definition of each feature for consideration during the 1990-91 school year and beyond.

A proposal outlining the purposes of the research, the data-collection methods, and the timelines (included in Appendix A) was accepted by the committee and the Superintendent of Program.

It should be kept in mind that many schools are involved in the implementation of programs, and that there are stresses and problems which arise during the process in any setting. Some may be similar to content and outcomes found here. This particular study, however, has been designed around the specific Academy concepts.

It is hoped that the results of this project will help Academy staff to clarify their thinking regarding the key concepts and features in order to make better decisions regarding future implementation.

METHOD

Nature of the Research

Chronicling the historical development of an educational innovation is a qualitative research technique designed to describe the actual implementation of a complex innovation such as the R. H. King Academy.

The data for this qualitative evaluation consists of descriptive information about particular programs and the people in these programs, gathered using semi-structured interviews and observations in the school setting.

At this point in the implementation of the Academy program, qualitative research operates as a formative evaluation to help the staff with the process of implementing the features under the four selected key concepts by documenting the following: what changes in features occurred, why the changes occurred, who initiated them, what were the outcomes, what does the program look like now, and what are the plans for the next school year?

Qualitative and quantitative methods can be seen as complementary approaches in the evaluation of educational programs. Once the staff has gone through the process of refining the school objectives over a period of time, the final outcomes may be quantified in some way (e.g., student, staff, parent surveys).

The major concern with qualitative research is potential invalidity because of researcher bias or biased views of the participants. In this study, researcher bias has been addressed by using a Research Associate trained to be aware of the issue of bias. Although the research was based upon the input of seven committee members, without meetings with the entire staff, these staff members were selected for the research committee because of their knowledge of the Academy concepts, their commitment to the concepts, and their positions within the school itself. It is presumed that they have been able to provide the researcher with all the pertinent information to be included in the study.

Data Collecting Procedures

Four subcommittees were formed from the members of the R. H. King Academy Research Committee, with each subcommittee selecting one of the key concepts as its focus. The members then began the process of collecting material and information regarding changes to, or implementation of, each of the features within a concept.

To assist in this process, a data-collection sheet was developed by the researcher for each subcommittee (Appendix B). The information requested on the form was related to any changes and included the date, the event and whether it was "formal" (e.g., memos, meetings) or "informal" (e.g., discussion in the staff room), and the outcome (e.g., what was changed and why, any documentation).

Because of the nature of the Academy program, there was little time for the members to complete the forms. It was more productive for the researcher to visit the Academy at prearranged times starting in February, 1990, (approximately once every month for each subcommittee) to discuss any changes made to features within the concepts.

To supplement the information collected by the subcommittees, and to provide a different perspective on the program, the researcher also interviewed the Principal approximately once a month.

RESULTS

This section includes the descriptions of the four key concepts selected for study and their accompanying features, along with any changes made to the features during the 1989-90 school year. For identification purposes for this study, each of the four key concepts have been numbered one to four in the order in which they appear in the "R. H. King Academy" brochure. In addition, the features describing each concept are numbered consecutively.

When changes occur they are presented in the report in a series of boxes. (The information appearing in quotation marks has been taken directly from the "R. H. King Academy" brochure developed by the administration in the 1988-89 school year.) Where documentation accompanied the change, it has been filed in the Research Centre. Anyone interested in more information about the documents should contact the Academy.

For a list of the features describing the remaining four key concepts not included in this research, please consult Appendix C.

Key Concept 1: PERSONALIZED EDUCATION FOR ALL STUDENTS

"All students, as individuals, will be challenged and supported to reach their full potential."

FEATURE 1: MENTOR-MONITOR SYSTEM

Description

All King students are assigned a mentor-monitor (staff member) who will help them throughout their experience at the Academy. The groups of about 15 students ranging from Grades 9 to 13, originally met daily with a staff team member after lunch for 15 minutes.

The mentor-monitor system has very specific objectives:

- to nurture the social and personal development of students
- to empower students to explore effective skills in decision-making, time management, and reflective learning
- to provide accountability links among Academy program functions
- to provide an opportunity for students to take ownership for the design and direction of their individual learning

- to provide an opportunity for students to develop a values framework for decision-making

- to provide students with a direct link to a staff member as an adult model and helper (added in January, 1990)

At the beginning of the year, teachers were given a "Mentor-Monitor" handbook which contained a description of the mentor-monitor system, information on co-operative small group learning, a section on personal life management, and information taken from the "R. H. King Academy Student Planner - 1989-90", which was intended to assist the students during their stay at King.

The "Student Planner" informs students that the mentor-monitor period provides them with assistance and information in the following areas: fitness monitoring, community involvement, compulsory credits, option selections, planning curriculum involvement, study skills, charity activities, and timetabling their process learning time (i.e., motivational workshops, clinics and individual evaluation, and independent learning time).

Change

SCHEDULING

FROM

- ***5 periods (1988-89)***

TO

- ***4 periods (Wednesday period removed).***
- ***lunch period extended to 70 minutes (December, 1989).***

INITIATED BY:

Staff, with Assistant Heads who are in charge of mentor-monitor - discussed at December/89 P.A. Day followed up in February, 1990.

WHY?:

Mentor-monitor periods are very stressful periods. Both the staff and students felt meeting four times was enough. It gave everyone a boost to have an extended lunch hour one day a week and allowed the S.A.C. to run activities during the longer lunch period.

OUTCOME:

Successful, everyone benefited from the break in routine. Morale among both staff and students appeared to increase.

REMAINING PROBLEMS:

Students are having a problem with regular attendance in mentor-monitor periods because they come back late from lunch. There is not enough time, especially since fitness monitoring happens in this period.

FUTURE PLANS:

Next year, plans are to move the mentor-monitor period to a time slot between Periods 3 and 4 (2:05 to 2:20 p.m. instead of 1:05 to 1:20 p.m.). This should ensure that students are in the school to attend.

The Assistant Heads will continue to address mentor monitor issues over the next two to three years.

Change

TOPICS FOR MENTOR-MONITOR PERIODS

FROM

- ***Topics being chosen by the Administration***

TO

- ***Assistant Heads working together to create themes along with Departments creating support materials relevant to school curriculum or special events.***

INITIATED BY:

Assistant Heads as a result of staff input at the December, 1989 P.A. Day.

WHY?:

Teachers requested more support materials for mentor-monitor and suggestions regarding strategies because too little structure can cause problems.. However, they would still like flexibility in how they deal with the topics.

OUTCOME:

The additional support materials worked. Students liked quizzes from departments and helped to raise awareness of students (e.g., environmental awareness, fitness week, study skills).

FUTURE PLANS:

Part of a day on June 20, 1990, devoted to mentor-monitor issues.

Change

PROVISION OF RECORD-KEEPING FORMS FOR MENTOR-MONITOR

FROM

- ***Monitors obtaining forms to be used.***

TO

- ***A binder of copies of all forms to be used for record keeping for each student filed in one location.***

INITIATED BY:

Assistant Heads

WHY?:

In response to teacher needs.

OUTCOME:

Binder found to be very useful. Contains monitoring summary, career planner chart, record of co-curricular involvement, fitness profile and monitoring, discretionary period record, and community service student log.

REMAINING PROBLEMS:

None.

FUTURE PLANS:

The Assistant Heads will continue to address mentor-monitor issues over the next two to three years.

General Comments

While content for mentor-monitor periods is currently being considered, staff members feel that having the same group of students for five years might cause problems of duplication of topics, for example.

Teachers also expressed concern regarding advising students effectively during mentor-monitor periods. They felt that they should perhaps have training in asking questions. The teachers also wondered how well they should know the students in order to advise them. Should individual interviews be held?

In addition, staff raised the issue of lack of time in the period. It was suggested that periods be doubled up some days, or a period of time be set aside for "bonding" at the beginning of each year.

A final problem that was identified was how to cover monitor periods for ill teachers. This is difficult to do because every staff member has a mentor-monitor group to cover at that time.

FEATURE 2: DEVELOPMENT OF POSITIVE STUDENT SELF-CONCEPT

Description

In order to foster the growth of self-evaluation, an interim progress report form is issued twice a year, once during October in Semester 1 and once during March in Semester 2. These progress reports give the students an opportunity to assess their performance based on general and subject-specific criteria developed by the individual departments, and to set personal goals in each subject for the remainder of the semester. Teachers comment on the validity of the student self assessment. As stated on the report form, it "is based on only a few evaluations early in the semester and is intended to give parents and students an early indication of areas of strength and areas requiring attention". In addition, the content of the report is used in discussions on parents' night.

To facilitate the development of positive student self-concept, the school initiated recognition assemblies for athletes, subjects, and cheerleaders; held a music night to recognize the Academy's musicians in May; and, held an assembly to congratulate the students Inauguration Day.

Mid-semester reports in each subject area follow mid-semester exams. These are personalized, anecdotal in nature, and provide a place for student and teacher comments. Many aspects of student learning are assessed in this report. (See Key Concept #4, Feature 4.)

Change

INTERIM PROGRESS REPORT

FROM

- ***Three categories under factors affecting achievement***
  - ***I am working to potential***
  - ***I am comfortable but could improve***
  - ***I need immediate assistance***

TO

- ***Five categories***
  - ***Excellent effort***
  - ***Making good progress***
  - ***Satisfactory progress/comfortable***
  - ***Good effort/results need improvement***
  - ***In difficulty, need assistance***
- ***A binder of copies of all forms to be used for recording keeping for each students and filed in one location.***

INITIATED BY:

Department Heads in 1989-90.

WHY?:

Teachers felt the categories were too limited.

OUTCOME:

New category system preferable.

REMAINING PROBLEMS:

None.

FUTURE PLANS:

Will continue present system.

General Comments

The three criteria that have been included on the interim report are "Class Participation", "Attitude, Effort, Behaviour", and "Preparation and Homework". In addition, for each criterion, the individual subject areas have developed a list of behaviourial indicators for the two "subject criteria" which are also included in these reports.

FEATURE 3: REMEDIAL AND ENRICHMENT CLINICS (DISCRETIONARY PERIODS)

Description:

Clinics and Individual Evaluation, Motivation Workshops, and Independent Learning Time which occupy four periods per week and are now referred to as "Discretionary Periods". These have been designed to provide academic support and challenge to students.

i. **Clinics and Individual Evaluation**

This time provides the opportunity to attend clinics in the following:

- Remedial Tutoring where help is provided by teachers on a one-to one or small group basis and includes peer tutoring and individual work with special learning materials

- Enrichment Tutoring which includes preparation for academic teams and/or contests and individual work with special enrichment materials and projects

- Activity Subjects for individual practice time in drama, music, sports, and technical areas as well as being used for individual evaluation (student-teacher interviews to discuss progress in each subject)

A handout distributed at the December, 1989, P.A. Day, presents the following definition for clinics: "Clinics are designed to provide opportunities to help students on an individual basis. It is important that students learn how to manage their time by planning by using their student planners, making appointments with teachers and by participating in activities which

satisfy their individual needs. It is also important for students to take some ownership in their education and to appreciate the consequences of their decisions."

ii. **Motivation Workshops**

This hour in the timetable allows students to attend a wide range of talks and planned activities offered by staff members, representatives from the school's corporate sponsor, and members of the community. Workshops include individual and career counselling, post-secondary education information, topics about the workplace, special activities in specified subject areas, group guidance, and compulsory community experience.

"Motivation workshops are designed to maximize the motivation levels of all students. Both enrichment and remedial experiences will be provided by all teachers during motivation workshop periods. Teachers may make these activities mandatory for certain students and optional for others, depending upon subjects being taken. Motivation workshops are opportunities for students to receive individual help and also for group enrichment experiences." (P.A.Day handout, 1989).

iii. **Independent Learning Time**

Time management and research skills are taught to prepare students for further education and/or careers. During this time they work on independent projects, research in the school resource centre, research in the public library and complete assignments in the supervised study hall. This is a major component of curriculum at all grade levels, with particular emphasis at the OAC level.

Change

TAG SYSTEM

FROM

- ***Free access to Library, Cafeteria, and Heritage Room study locations.***

TO

- ***Students picking up tags in advance to book space for discretionary periods in these locations.***

INITIATED BY:

Administration and Department Heads.

WHY?:

To control numbers of students in these three locations.

To assist students in planning ahead and following through.

To establish a preventative approach to discipline.

To ensure equity in staff workload.

OUTCOME:

Someone stole the daters and guidance tags so the colour had to be changed.

Students are planning ahead.

The discretionary periods in the three locations are running more smoothly.

REMAINING PROBLEMS:

None.

FUTURE PLANS:

Motivation workshop will be moved from 2:20 to 3:20, to 10:10 to 11:10 so all discretionary periods will fall at the same time four days a week.

Still necessary to work on having all students use these periods well.

Change

DISCRETIONARY PERIODS:

FROM

- ***Students making appointments once per subject teacher per semester.***

TO

- ***In addition, students achieving less than 60% in a particular subject should make an appointment with that teacher at least once per week.***

INITIATED BY:

Administration.

WHY?:

To encourage students to use discretionary periods more effectively.

OUTCOMES:

Students are making appointments and keeping them.

It is working well now with a check of planners and signatures of teachers.

REMAINING PROBLEMS:

Still students who need it most are not doing it (self discipline).

Continual teacher monitoring.

FUTURE PLANS:

Continue to discuss discretionary periods.

FEATURE 4: SPECIAL EDUCATION AND E.S.L. PROGRAMMING TO SUPPORT SPECIALLY IDENTIFIED NEEDS

Description

At the beginning of each semester each of the Grade 9 student's subject teachers completes a "Basic Skills Screening Record" diagnostic report for Special Education. The skills categories include writing, organizational ability, and time management. For students not included in the fall screening, there is also one held in the spring.

The In-School Special Education Committee reviews the diagnostic records of those students deemed at risk by their teacher.

It would appear that, according to staff and administration, the Academy has attracted a greater number of students with special education needs than originally predicted. Perhaps the nature of the program concepts has attracted parents of these students to King.

No Change

FEATURE 5: TEACHERS SELECTED FOR THEIR COMMITMENT TO AND EXPERTISE IN DELIVERING ACADEMY CONCEPTS AND FEATURES

Description

In addition to the standard Scarborough requirements needed by teachers, (e.g., awareness of CRDI), questionnaires were developed by King administrators (1988-89) to determine whether R. H. King Collegiate Institute teachers possessed the following characteristics considered necessary to fulfil the Academy mandate: knowledge of the Academy in contrast to regular Scarborough programs, personal characteristics to fit features of the Academy, and special skills needed for individual instruction. The administration also considered teacher's involvement in school activities, extracurricular activities, and committee work. Where possible these criteria continue to be considered when interviewing new staff required for the Academy.

These questionnaires served to focus discussion with incumbent R.H. King Collegiate Institute staff concerning their interest in and suitability for continuing as Academy staff. Those requesting transfers were given priority of opportunity to transfer.

No Change

Key Concept 2: A STRUCTURED LEARNING ENVIRONMENT

"Students learn best when clear expectations for achievement and behaviour, and personalized feed-back on progress are provided."

FEATURE 1: ACHIEVEMENT EXPECTATIONS AND EVALUATION POLICIES WILL BE CLEARLY DEFINED AT THE BEGINNING OF EACH SEMESTER

Description

Students receive, in writing, a list of what is expected of them in each class at the start of each semester.

No Change

FEATURE 2: CODE OF BEHAVIOUR

Description

Parents and students are aware of the expectations of the school before they sign their letters of understanding as part of the registration procedure. In addition, the R. H. King Academy Code of Behaviour is presented to every student in the "Student Planner", which they receive each school year. Originally the plan was to develop this code "jointly with the parents, students, and staff of the school". However, the time was not available in the early stages of program development at the Academy in 1988-89, so the existing code was created by the administration.

As stated in the "Student Planner, 1989-90", the code is intended "to reflect the traditions and standards that the school community has come to expect of this institution. The code establishes some basic guidelines of appropriate behaviour, to provide each student with an opportunity to learn in an atmosphere of mutual respect, trust and understanding in a clean, safe environment conducive to learning."

"These guidelines, without infringing upon individual initiative or diversity, will encourage students to develop a sense of personal responsibility for their actions."

It is also pointed out to the students that although King's discipline procedures are the same as for other Scarborough schools, specific expectations are set out for students. These are features of the Academy that are designed to develop in students a sense of responsibility. Students are expected to take some ownership in their education by making appointments with teachers for help or enrichment. They are also required to make a self-evaluation on their report cards.

"Guidelines for Administering Academy Dress Requirements" state that the Academy co-ordinates were "designed to give students: a unique school **image**, a sense of **collective identity**, and a standard of **grooming** and **dress** which would reflect **employment readiness.**" The Academy dress code requires students to wear "designer clothes" displaying the King label. There are common articles of clothing purchased by the students. Students are responsible for following the dress code by selecting appropriate clothing from a variety of Academy co-ordinates.

Planned Change, 1990-91

In the spring of 1990, a committee was given the task of creating a revised "Code of Behaviour" document which was submitted to the principal for consideration during the 1990-91 school year.

Change

ACADEMY DRESS REQUIREMENTS

FROM

- ***As outlined in the contract signed by students and parents.***

TO

- ***As outlined plus a pullover.***

INITIATED BY:

Students through Administration.

WHY?:

Responding to requests of students.

OUTCOME:

Implemented during negotiation of the clothing contract.

REMAINING PROBLEMS:

Quality of clothing.

FUTURE PLANS:

To continue to consider clothing suggestions to be agreed upon by students and parents.

FEATURE 3: MONITORED HOMEWORK

Description

Early in the 1989-90 school year, the school administration formulated guidelines regarding the number of minutes of homework to be given to students at each grade level. These guidelines were presented verbally at a staff meeting with the understanding that homework would be monitored on an individual basis.

No Change

FEATURE 4: SUPERVISED STUDY HALL AND RESOURCE AREAS FOR STUDENT RESEARCH

Description

The Heritage Room has been set aside as a quiet work area to be used by students during discretionary periods. It can be booked by students through the tag system. Additional "formal" study areas are on hold because of funding. Currently each department has its own study area.

No Change

FEATURE 5: DAILY ATTENDANCE MONITORING AND REPORTING TO PARENTS

Description

A computerized phone system has been installed at the Academy. When a student is absent for one day, a computerized telephone call is made to the home in the evening. If the student has been absent for two to three days in a row with no reason, the home form teacher calls home. Once a student has missed five, 10, or 15 classes, regardless of the reasons, a form is completed by the classroom teacher and submitted to the office. Where appropriate the home is contacted. Thus, student attendance is continually monitored both in class and in school.

The attendance policy of calling home was discussed at a staff meeting. It was found that teachers are trying to call home more frequently.

The Parents' Night also provides an opportunity for parents to speak not only to subject teachers, but also to the appropriate mentor-monitor regarding their child's progress. These nights are usually well attended.

Planned Change, 1990-91

The attendance monitoring procedure has proven to be a heavy workload for attendance counsellors and the job has not always been completed to everyone's satisfaction. Counsellors are receiving five to 10 referrals per day, which is more than last year. Planned changes to the procedure were discussed in June, 1990, in a meeting of the vice-principals and attendance counsellors.

FEATURE 6: COMPULSORY PHYSICAL FITNESS MONITORING

Description

The Academy has tried to create a more structured environment by instituting "compulsory curriculum requirements not found in other schools". An example of this is the monitoring of students' fitness. All students are required to complete a fitness test once per semester throughout their stay at the Academy. They are measured and counselled and it is their responsibility to get exercise in or out of school. Testing of fitness level is done during discretionary periods.

Change

PHYSICAL FITNESS

FROM

- ***Students responsible for booking time.***

TO

- ***While students are still responsible for booking time mentor-monitors ensure that students are booked for compulsory fitness monitoring and evaluation during the assigned two-week period and provide them with fitness profile sheets.***

  Completed "R.H. King Academy Personal Fitness Profile and Monitoring" forms added to the new mentor-monitor records book in Semester 2.

INITIATED BY:

Administration after discussion at staff meeting.

OUTCOME:

Seems to work.

Mentor-monitors create a fitness profile.

REMAINING PROBLEMS:

None cited.

FUTURE PLANS:

Stay with what is in place.

FEATURE 7: COMPULSORY COMMUNITY EXPERIENCE

Description:

The "R. H. King Academy" brochure for students outlines special commitments agreed to by students and their parents. One of these commitments, introduced in the 1989-90 school year, is that "all Academy students will fulfil the community experience requirements of a minimum of 25 hours during their high school years." It was hoped that such involvement would contribute to a lively and vital atmosphere in the school and enrich the student's background and life experience." It was felt that "participation in community life encourages students to develop self-esteem, self-discipline, interpersonal skills and a strong sense of responsibility."

The Assistant Head of Community Liaison informally took the responsibility of setting up a community placement program for every student through the mentor-monitor groups. Community service handouts were developed and distributed through the mentor groups. Information regarding the level of training required was included: Level 1 = Exposure, no training required; Level 2 = Involvement, no real training but some responsibility involved; and, Level 3 = Leadership, training required. Thus, the ability of the student is taken into consideration in the placement.

A record of the student's involvement throughout the years at the Academy will be completed by the supervisor at the workplace and kept by the mentor-monitor staff advisor. These "Community Service Summary Records" are kept in the Mentor Records binders and are added to on an individual basis.

Note: A "Community experience requirement", Feature #7, also appears under Key Concept #3, "Curriculum Packaging for a 'Well-Rounded' Education". A Research Committee member suggested that this aspect of community involvement is more critical here than under the "Structured Learning Environment", Key Concept #2 and should, therefore, appear here and be removed from Key Concept #2.

No Change

Key Concept 3: CURRICULUM PACKAGING FOR A "WELL-ROUNDED" EDUCATION

"Students are best prepared for the future demands of society when they study a broad range of skills and subject disciplines."

FEATURE 1: QUALITY COURSES IN THE FUNDAMENTAL SUBJECTS OF MATHEMATICS, SCIENCE, AND ENGLISH

Description

Ongoing course review will occur in June.

No Change

FEATURE 2: THINKING AND LEARNING SKILLS MODULES

Description

The term "module" includes the concept of integrating thinking and learning skills into various subject areas.

An informal school committee has been established to attend Board-wide meetings regarding thinking and learning skills. However, only one member has been going to the Scarborough workshops. This member felt that since the workshops are being run by the elementary panel, it would be a time-consuming task to translate the content for the secondary panel. Thus, this was seen as being slated for implementation during the 1990-91 school year. A meeting will be held with a vice-principal regarding the implementation across the school subjects.

No Change

FEATURE 3: COMPUTER-LITERACY PROGRAM

Description

The Ministry introductory computer studies course at the Grade 10 level is compulsory at the Academy.

No Change

FEATURE 4: MANDATORY BUSINESS AND TECHNICAL CREDITS

Description

In Ontario schools, students are required to take one business or one technical credit during their secondary school experience; at the Academy they have to take both.

No Change

FEATURE 5: VALUES AND FAMILY LIFE EDUCATION

Description

"Parenting" (values and family life education course), a Ministry of Education course at the Grade 11 level, is mandatory at King Academy.

In addition to the course, information on values was included as part of the curriculum for the mentor-monitor periods.

Planned Change for 1990-91

A survey was undertaken to see whether the mentor-monitors felt that more time should be spent on values issues in the monitoring periods next year. Results will be considered for implementation next year.

FEATURE 6: ARTS EDUCATION

Description

This course is a Ministry requirement and results in one credit.

No Change

FEATURE 7: COMMUNITY EXPERIENCE REQUIREMENT

This feature has been covered under Key Concept #2, Feature 7 "Compulsory community experience".

No Change

FEATURE 8: MANDATORY CANADIAN AND CLASSICAL HERITAGE STUDIES

Description

This Ministry requirement is the same as for the rest of Ontario; one Canadian Geography credit, and one Canadian History credit. Revisions to these courses are planned for the 1990-91 school year.

No Change

Key Concept 4: CLOSE LIAISON WITH PARENTS

"Students are best nurtured when the school program and service reflect the priorities of concerned and thoughtful parents".

FEATURE 1: PARENT-COMMUNITY ADVISORY BOARD OF GOVERNORS

Description

The Parent-Community Advisory Board of Governors was created in the 1988-89 school year, with membership open to all parents of students in the Academy. A president, vice-president, secretary, and treasurer were elected from the parents attending, and the meetings were chaired by a parent member.

For the 1989-90 school year, the decision was made by administration that the committee should be co-chaired by a staff member and a parent. To recruit committee members, a table was set up at parents' night to encourage parent involvement.

The purpose of the committee was to encourage parental involvement in the school and to obtain input from the parents regarding the Academy concepts. The committee would also inform parents about policy and procedural changes occurring in the Academy during the year.

During the 1989-90 school year, some of the activities in which the committee was involved included: discussion of clothing issues (sub-committee), fund-raising through the organization of a spring lottery, planning of the inauguration ceremony, and discussions about future accommodations at King. These issues were discussed with school staff, students, and parents. (This aspect of the Feature is also included in Key Concept #2, Feature 2, Code of Behaviour.)

At the last meeting of the year in May, topics for discussion included:

- enforcement of student dress code
- fund-raising
- use of volunteers
- scheduling of meeting dates
- increased parent membership

Few parents from those originally committed appeared.

No Change

FEATURE 2: PARENT-COMMUNITY VOLUNTEER PROGRAM

Description

The purpose of this feature is to have parents feel connected with the younger generation. In addition, it is hoped that they will feel comfortable in the school. To date, there are no firm objectives for volunteers since parents need to feel comfortable with the school first. However, the Board of Governors was approached and asked to include recruitment of parent volunteers in its activities.

To help in the process, a paper was prepared regarding how parent volunteers can be used and how to recruit them.

No Change

FEATURE 3: PARENT-COMMUNITY INPUT RE: CAREER COUNSELLING AND VALUES EDUCATION

Description

Although nothing is yet planned regarding career counsellors, King Academy has a traditional, career-centred guidance department which provides career counselling and clarification for students. At a Parent-Community Advisory Board meeting during the 1988-

89 school year, with 300 parents in attendance, the importance of parents sharing their talents in the workplace with students was stressed. Some parents gave their names for inclusion in a corporate talent pool.

Values education is in tune with the Academy concept. Staff members are experimenting with ways and times to discuss values issues.

No Change

FEATURE 4: PROGRESS REPORTS ISSUED SIX TIMES PER YEAR

(See Key Concept #1, Feature 2 for report form and completion guidelines.)

Description

In each semester, an interim report, a mid-semester report, and a final report are issued.

No Change

FEATURE 5: PARENT-COMMUNITY MEETING RE: CURRICULUM AND STUDENT PROGRESS SIX TIMES PER YEAR

Description

Twice per year, one time per semester, parents' nights are held where parents are encouraged to provide feedback to the staff. There is a box on the report card where staff ask parents to come for an interview.

Four times per year, the Parent-Community Advisory Board of Governors meets with staff to discuss issues related to curriculum and student progress.

No Change

FEATURE 6: PARENT SUPPORT GROUPS FOR ADOLESCENT PROBLEM SOLVING

Description

This feature is not in place. It was not clear if this would be tied to guidance or to the parent volunteer programs, or whether it is included in Feature 2 above, since it is not possible to use untrained teachers in classes let alone untrained parents. It is planned to consider this feature again in the 1990-91 school year.

No Change

SELECTED STAFF COMMENTS

As indicated earlier in this study, informal input was also collected as part of the documentation on the implementation of the Academy concepts. Comments collected from committee members have been summarized below. These are not arranged in a particular order or by number of times mentioned.

- The issue of teaching students to be more accountable personally, socially, and academically has been a recurring theme this year, with part of the staff professional development day being devoted to discussing ways to **encourage students to take the responsibilities** laid out in the key objectives established for the King Academy.

  In the motivation workshops, the teachers take ownership; in the clinics the students should take ownership. There was a problem with clinics working as desired because students were not accepting responsibility. Changes were made to the existing set up by the introduction of a tag system in which students had to plan ahead and sign up for the clinics.

  In order to encourage students to be more accountable, it was decided that the mentor-monitors should be the ones to create an overview of the students in their groups by talking to all the students' teachers. A "Student Task Inventory" was created to assist teachers in their discussion with students in their group.

- While the concept of personalized education is important, the constant **rush** of mentor-monitor with the short time period, tag system before clinics, and the **pressure** of meeting not only with students who have signed up for a clinic, but also the need to keep students from the previous class who have not signed up for a clinic, creates a "stressed out" feeling. In addition, the need to be part of many committees during the initial stages of an innovation creates the feeling that there is **not enough time** for quality teaching, peer coaching, and curriculum.

- There are two **distinct groups of students**: Grade 9, the first year for Academy students, and the rest of the students in the school who have already experienced secondary school. There is a lot of hostility from seniors. This can be seen in the mentor groups. The tone of the seniors is rubbing off on the Grade 9s. The members were optimistic for next year with new Grade 9s associating with last year's Grade 9s.

- **Class size** was difficult to predict in one optional subject because of the popularity of the particular teacher. An additional complication is that Grade 9 students often choose to front-end load their technical subjects to free them for academic pursuits in their senior years.

  It is hard to predict the number of registrants except those who have already paid their SAC fees. Even then, this is no guarantee they will stay.

- **Staffing** the Academy has been difficult because there was a mixture of commitment to the concept. One-half of the staff was new and picked for their commitment to the Academy concepts. The two vice-principals and the principal prepared the expectations

for staff recognizing that they would have to introduce the concepts to teachers who were part of King before the Academy program was implemented. In addition, staff members who came in after the first semester needed to be made aware of the King philosophy and concepts.

The staff expected this to be a very hard year and it was. The potential stresses were made very clear to staff selected to be part of the Academy. However, new staff (surplus, and previous school staff remaining) did not have the same information or they held misconceptions about what was expected. There were some staff members who had difficulty with the concepts.

The issue of how to integrate new staff in February was raised since there was no overlap provided with the previous teacher for training new teachers. It would be preferable to have the staff frozen for a three-year period. All staff from now on are coming in strictly as surplus, and will not necessarily be committed to the Academy.

- The issue of **meetings** was raised. It was felt that they take a lot of time and are often not necessary. Most are held at lunch, (a finite time period) and this is very stressful. There is also a lot of discussion throughout the year in out of school times (8:15 a.m. or 3:30 to 5 p.m.).

- Concern was expressed that everything the Academy emphasizes could put good **classroom teaching on the back burner** and good teaching and curriculum delivery should be top priority. However, with peer coaching being incorporated, it is hoped that the classroom experience will be addressed. The main requirement is staff time if peer coaching takes place, time for professional development and time for support and practice.

  Professional development as part of a staff meeting does not seem to be successful. One-half day set aside on a regular basis would be better.

- A problem exists with the **publicity** about the Academy. On December 1, 1990, information about the Academy was distributed through guidance in the public schools. However, some schools did not distribute the information or were late in doing so. The ideal would be that a mailing from Program Department would be included with report cards as is done in French Immersion. Last year, the problem was the same but more schools co-operated. The meetings last year were held with school principals; this year, they invclved the guidance counsellors.

  Since the Academy pulls its population from across Metro, a more effective way of publicizing it needs to be found. The King community members should be receiving preferential treatment by getting information regarding registration one week before the general distribution, along with information about sign up procedures. A problem arose because they were not getting this information in advance. The Academy is an alternate school, not better than others but different. However, **parents** perceive that

the education will be better. Parents are supportive of the school but are into details, perhaps a reaction to all the specific sheets that have been sent home to educate them. Now they are so well educated they give a running commentary.

As a final note, the Committee recognized that time stresses accompany any new innovation. Overall, they felt the year had been successful. They were delighted that some time had been set aside later in June to spend time in the school for informal events.

SUMMARY OF RESULTS

Research Related to the Academy Concept at R. H. King

The R. H. King Academy developed eight Key Concepts which, along with their features, provided the foundation for the first full year of operation of the Academy (see Appendix A). The four key concepts selected for examination in the present study were:

1. Personalized education
2. Structured learning environment
3. Curriculum Packaging
4. Liaison with parents

The purpose of the research study was to help staff clarify their thinking regarding these concepts and their accompanying features in order to make better decisions. In order to accomplish this, the following objectives were developed by the R. H. King Research Committee:

- Develop a complete description of the features included in the selected concepts.
- Chronicle events that have happened during the school year related to the selected concepts.
- Document changes to existing concepts.
- Based on the information collected, enable staff to develop a revised definition of each feature for consideration during the 1990-91 school year.

Results

All but two of the 26 features related to these concepts were being implemented to some degree. The two features not yet implemented were Concept 4, Feature 3 "Parent-Community input re: career counselling and values education" and Feature 6 "Parent support groups for adolescent problem solving." While Feature 3 has not been implemented in a formal way, parents have been encouraged to share their career experiences with the students. In addition, the guidance department has a traditional career-oriented approach. Values education has also been addressed at some level through course work and through the overall concepts established for the school.

Feature 6 poses a question as to its intent since it was not clear if this would be tied to guidance or to the parent volunteer programs. Furthermore, it is not possible to use untrained parents in the classrooms.

Changes

Further examination of the changes occurring throughout the 1989-90 school year indicated that they have occurred in Key Concepts 1 and 2, with six being made in Concept 1 and four in Concept 2.

The changes were made to:		
	Scheduling	5
	Forms	3
	Testing	1
	Dress	1

These changes were initiated by:

Assistant Heads	5
Administration	2
Others	2
Heads	1
Staff	0

The apparent lack of staff input may be misleading since, in two of the changes, the Assistant Heads worked in conjunction with the staff, and in one case the Administration at the request of the staff.

When the reasons for changes are examined, it is also evident that input from the staff would be necessary for some.

Reasons for Changes

- Staff and students felt too much time was spent in mentor-monitor periods.
- Teachers requested more topics for monitor periods.
- Teachers expressed the need for forms for monitoring students.
- Categories on report cards limited teachers input.
- A tag system was needed to encourage student use of discretionary periods.
- A section in the diagnostic testing of students was needed regarding subject-related weaknesses.
- A tag system was needed to encourage students to accept responsibility andot remain on school grounds.
- Complaints were aired regarding specific locker areas; visitation times were instituted.
- Students requested additions to school dress.
- Students needed a formal procedure to ensure fitness was maintained.

Plans for Action During the 1990-91 School Year

Selected features under all concepts will be re-examined during the 1990-91 school year. Some features have specific plans of action in the form of documents or suggestions to be considered at the end of June or the beginning of the next year.

Repetition in Features

Some features are included in more than one concept. In some cases, the Committee felt a feature would be better considered under one rather in both concepts. For example, Concept 3, Feature 7 "Community Experience Requirement" is covered under Concept 2, Feature 7 "Compulsory Community Experience". In some cases, the repetition was necessary since two different aspects of the same subject were being included.

The staff may wish to examine the results to determine whether this would be appropriate or whether they would like to restate one of the features.

IMPLICATIONS

Exercise in Planned Educational Change

As can be seen in both the formal and informal results, the implementation of the Academy concept is a complex process in planned educational change. As Fullan (1982)[5] pointed out, the change is multidimensional affecting "materials, new or revised; ...teaching approaches; and altering beliefs".

The implementation of the four key concepts selected for study has begun. Any changes occurring over the year were to features in the first two concepts: "Personalized Education" and "Structured Learning Environment". These two concepts deal with values of the school culture, mainly those designed to develop responsible students.

The vehicles in place to help students develop to their fullest potential, that is, mentor-monitor periods, clinics, dress, opportunities for self evaluation, etc., have been reviewed by the staff and administration during the year and refined where needed. This process appears to be a co-operative one.

Since, according to Fullan, the "meaning of the change will rarely be clear at the outset and ambivalence will pervade the transition...", information about the change must be shared or the innovation "cannot be assimilated."[6] Common complaints expressed by participants during the process of implementing an innovative program centred around lack of time and resources. However, "one cannot expect change to come easily or even to be possible in some situations."[7]

While the results of this study were positive, the need for continued monitoring of the implementation process remains, as there is still room for improvement. Generally, satisfaction with the process was expressed by staff members providing input. However, the issue of lack of time, not only for implementation, but also for quality teaching was still a concern.

The commitment to the intense personal relationships with a group of students and their parents is a central theme in the Academy. This puts demands on a staff already involved in the many other dimensions of this innovation.

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[5]Michael Fullan, The Meaning of Educational Change, OISE Press, The Ontario Institute for Studies in Education, 1982, 30.

[6]Ibid, 25.

[7]Ibid, 103.

Good implementation support systems, continual teacher interactions "with each other and others providing technical help", and mutual support have been proven to be successful in smoothing out the process. "Significant educational change consists of changes in beliefs, teaching style, and materials which can only come about through a process of personal development in a context of socialization."[8] Some support systems are in place to assist the staff, but recognition of the demands, and provision of the opportunities for both formal and informal discussions as a staff should continue to be part of the change process, since "collegiality among teachers as measured by the frequency of communication, mutual support, help, etc., was a strong indicator of implementation success" (Fullan, 1982).[9]

It is anticipated that the R. H. King Academy staff members will use these results to facilitate discussions regarding the next stage in the implementation of the Academy concepts.

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[8]Ibid, 121.
[9]Ibid, 121.

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APPENDIX A

R. H. KING ACADEMY
RESEARCH PROPOSAL
- YEAR 1

R. H. KING ACADEMY

RESEARCH PROPOSAL

- YEAR 1

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RESEARCH PLAN

Background of R. H. King Academy

R. H. King Academy serves students across Metropolitan Toronto in key ways. Before a student can enrol in King, students and parents must sign an agreement to adhere to the key concepts of the school. Some major elements of the academy include a staff mentor system, monitored homework, parent advisory council, R. H. King designer clothes, supervised study halls, and compulsory community experience.

Since this is the first school of its kind in Scarborough, and fairly unique in Ontario, and since it will be replacing the program in an existing school in an established community, the Principal and Superintendent of Program decided to monitor the implementation of the objectives of the school. Part of the implementation process is refinement of stated objectives, which can lead to change in the description of the objectives.

Purpose of Study

Research Centre staff will assist the R. H. King Academy staff in the creation of a description of the process of implementation of specific key concepts in place for the 1989-90 school year. This record keeping process will chronicle change and how it is handled. It is anticipated that the results will be used in a restatement of the objectives for the 1990-91 school year.

This will be an ongoing process for the implementation year, 1989-90. It is not intended that the results will be used as an evaluation of the degree of implementation of the concepts. At this point in time, the concepts and features are being consolidated. Once they are firmly in place, attitudes and effectiveness may be addressed.

During the course of several meetings between September, 1989, and January, 1990, the R. H. King Academy Research Committee determined that the objectives of the research conducted at the school during the 1989-90 school year should include the following:

1. To develop a complete description of the features included in the following four concepts, as conceived by the Administrative Team and included in the original proposal approved by Board. This should provide an historical perspective against which future changes can be contrasted.

   Personalized education for all students

   Structured learning environment

   Curriculum packaging for a "well-rounded" education

   Close liaison with parents

2. To chronicle, with the help of committee members, events that have happened during the school year related to the concepts.

3. To document changes to existing concepts - why a change was considered necessary, what the change was, difficulties encountered, the resolution of these difficulties, and the resulting restatement of the feature in review.

4. Based on the information collected in items 1 to 3, a revised definition of each feature can be created which will be implemented during the 1990-91 school year.

METHODS

A general data-collection system is currently being established with two or three Committee members forming a subcommittee for each key concept. These subcommittees will be taking responsibility for collecting material and information regarding changes to, or implementation of, each of the features under the key concepts (see attached). As the information is collected, regular meetings with the Research Associate will occur where events will be chronicled for each feature under each concept.

Information likely to be included will be memos, minutes or results of meetings, original and revised forms, procedures in place, and any changes occurring. When considering the outcomes, any problems related to the key concepts will be isolated, what was done as a result of the problem, and what differences came out of the change.

The data-collection procedure may be revised to suit the particular needs of each of the four subcommittees.

Results

It is intended that this research will document the stages of implementation of the key academy concepts. In addition, it can be used by the staff in restating (or consolidating) the objectives, or changing the methods used, where needed.

Timeliness

February and March, 1990	Establish specific data collection procedures with subcommittee members
March, 1990	Final research proposal to R. J. Goldring
March, 1990	Presentation of proposal to staff
Early June, 1990	Draft of Year 1 Research report
Mid June, 1990	Final Year 1 Research report
Late June, 1990	Review of report by King staff

APPENDIX

KEY CONCEPTS AND FEATURES OF R. H. KING ACADEMY

Key Concept 1. Personalized education for all students.

All students, as individuals, will be challenged and supported to reach their full potential.

Feature 1: Mentor Monitoring System
- each student is assigned a mentor-monitor staff member throughout the student's high school years

Feature 2: Development of Positive Student Self-concept
- self evaluation
- anecdotal report cards

Feature 3: Remedial and Enrichment Clinics
- provide academic support
- provide academic challenge

Feature 4: Special Education and E.S.L. Programming to Support Specially Identified Needs
- Board mandated

Feature 5: Teachers Selected for Their Commitment to and Expertise in Delivering Academy Concepts and Features

Key Concept 2. A Structured Learning Environment

Students learn best when clear expectations for achievement and behaviour, and personalized feedback on progress are provided.

Feature 1: Achievement Expectations and Evaluation Policies Will Be Clearly Defined at the Beginning of Each Semester
- achievement expectations list
- evaluation policies list

Feature 2: Code of Behaviour
- will provide an opportunity to learn in an atmosphere of mutual respect, trust and understanding
- will encourage students to develop a sense of personal responsibility for their actions
- process, direction, services, consequences, responsibility, accountability to encourage self-growth
- misconceptions of "discipline"

Feature 3: Monitored Homework
- Scarborough policy

Feature 4: Supervised Study Hall and Resource Areas for Student Research

Feature 5: Daily Attendance Monitoring and Reporting to Parents
- attendance monitoring

Feature 6: Compulsory Physical Fitness Monitoring

Feature 7: Compulsory Community Experience
- 25 hours/week over 5 years

Key Concept 3. Curriculum Packaging for a "Well-Rounded" Education

Students are best prepared for the future demands of society when they study a broad range of skills and subject disciplines.

Included in the compulsory program package for advanced and general level will be:

Feature 1: Quality courses in the fundamental subjects of Mathematics, Science and English

Feature 2: Thinking and Learning Skills Modules

Feature 3: Computer-Literacy Program (1 credit minimum)

Feature 4: Mandatory Business and Technical Credits

Feature 5: Values and Family Life Education (1 Credit)

Feature 6: Arts Education (1 Credit)

Feature 7: Community Experience Requirement (25 Hours)

Feature 8: Mandatory Canadian and Classical Heritage Studies

Key Concept 4. Close liaison with Parents

Students are best nurtured when the school program and service reflect the priorities of concerned and thoughtful parents.

Feature 1: Parent-Community Advisory Board of Governors

Feature 2: Parent- Community Volunteer Program

Feature 3: Parent-Community Input Re: Career Counsellors and Values Education

Feature 4: Progress Reports Issued Six Times Per Year

Feature 5: Parent-Community Meeting Re: Curriculum and Student Progress Six Times Per Year

Feature 6: Parent Support Groups for Adolescent Problem Solving

APPENDIX B
PROPOSED DATA-COLLECTION FORM

KEY CONCEPT NUMBER 2: "STRUCTURED LEARNING ENVIRONMENT": _____

FEATURE NUMBER: _____

RECORDER: _____

DATE	EVENT "F" or "I" (formal or informal)	Outcome (memos, minutes, meetings etc., changes- what and why)

APPENDIX C
FOUR REMAINING KEY CONCEPTS AND FEATURES NOT INCLUDED IN PRESENT RESEARCH

Key Concept 5. Structured co-instructional and school spirit program.

1) Students will be supported and encouraged to develop personal, social and leadership skills.

2) School spirit and a sense of an affiliation with the in-school community are essential for high student morale and motivation.

Feature 1: Compulsory Membership in S.A.C. (Students' Activity Council)

Feature 2: Specific Training and Credit Opportunities for Student Leaders

Feature 3: Teacher Sponsored Opportunities to Join Sports, Clubs and Artistic Activities

Feature 4: Staff-Student-Activity Program to Foster "Esprit de Corps"

Feature 5: Student Opportunities for Input to Administrative Planning

Feature 6: Compulsory Student Dress Designed for Employment Readiness

Key Concept 6. Maximizing professional resources.

1) Teachers deliver the most dynamic programs when they are professionally challenged, supported and trained on an on-going basis.

2) Teachers are most effective when they work as a collaborative team that establishes and maintains a common in-school learning culture for everyone.

Feature 1: Teaching Practices Will Focus on the Development of the Total Student

Feature 2: Teachers Will Integrate the Resources of the Support Staff in Their Programs

Feature 3: Scarborough Subject Co-ordinators Will Support Programs as Master Teachers and Teacher Coaches

Feature 4: Administration will demonstrate Teaching Methods and Monitor Learning Outcomes

Feature 5: Feedback from Universities, Colleges and Businesses Will Be Used to Define Curriculum Design, Teaching Strategies, Required Skills and Standards

Key Concept 7. Direct liaison with other institutions

Student's educational plans should reflect the input and expectations of a variety of institutions.

Feature 1: Direct Liaison with Elementary Schools and Post-Secondary Institutions

Feature 2: Adoption of the School by a Range of Major Corporations and Businesses

Feature 3: Direct Liaison with the Scarborough Health Department

Feature 4: Integrated Input and Planning with the Scarborough Board Research Department

Feature 5: Dialogue with Social Agencies and Religious Institutions

Feature 6: Direct Link with Ministry of Education Program Evaluation Project Leaders

Key Concept 8. Responsive and Futuristic Planning and Programming

Education is most valuable when the program responds to the on-going needs of the student but also provides features which anticipate future needs.

Feature 1: Corporate Sponsors Will Provide Employment Insights and Learning Expectations for Future Career Planning

Feature 2: Life-Long Interests and Leisure Pursuits Will Be Emphasized

Feature 3: Programming to Meet International Baccalaureate Standards

Feature 4: The Curriculum Will Be Designed to Reflect Current Social Issues (e.g., Multiculturalism)

Feature 5: Extensive Scholarship Programs Will Be Available to Provide Incentives for Extending Educational Goals

Feature 6: On-Going Feedback Will Generate Renewal of Programs and School Organization